

## MYRTLE BEACH MIDDLE

950 Seahawk Way  
Myrtle Beach, South

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	811 Students	
<b>Principal</b>	Roger Gray	843-448-3932
<b>Superintendent</b>	Dr. Cynthia Elsberry	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Average	Average
2008	Average	Below Average
2007	Average	At-Risk
2006	Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

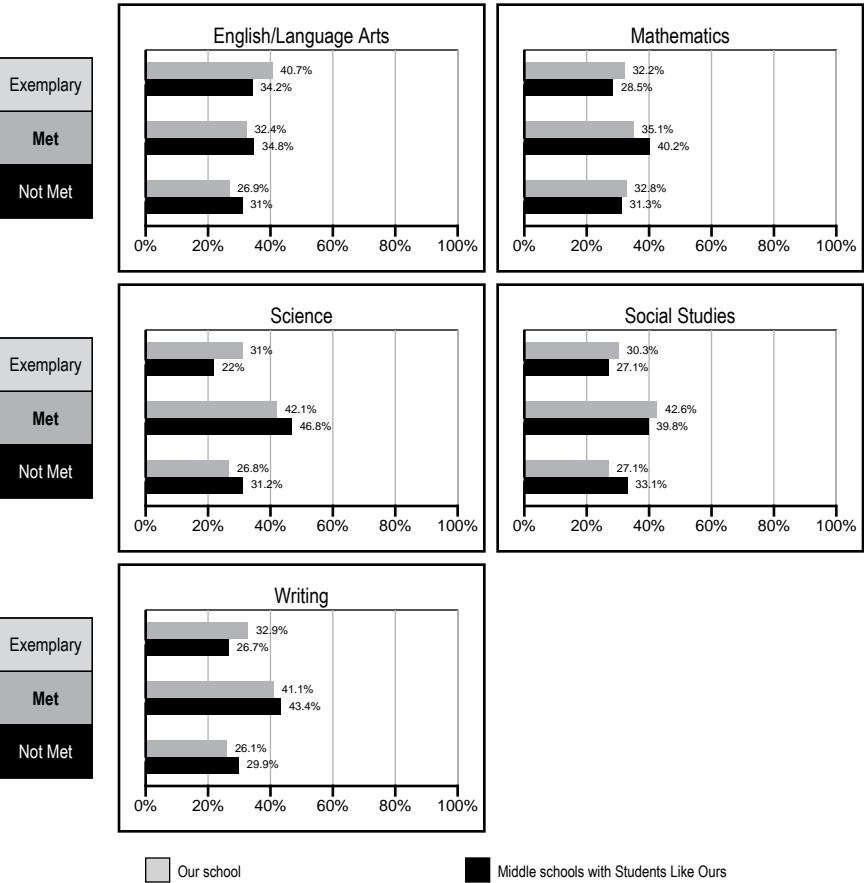
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 92.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	7	48	2	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	92.8%	96.8%
English 1	100.0%	97.8%
Physical Science	N/A	71.7%
US History and the Constitution	N/A	N/A
All Subjects	94.5%	97.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=811)				
Students enrolled in high school credit courses (grades 7 & 8)	50.2%	Up from 44.6%	20.0%	24.2%
Retention rate	0.2%	Down from 0.6%	0.7%	0.7%
Attendance rate	96.7%	Down from 97.8%	95.6%	95.9%
Eligible for gifted and talented	25.8%	Down from 27.5%	18.1%	16.4%
With disabilities other than speech	17.5%	Up from 15.3%	13.0%	12.0%
Older than usual for grade	1.4%	Up from 1.2%	2.4%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.8%	Up from 0.9%	0.6%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=53)				
Teachers with advanced degrees	49.1%	Down from 52.8%	57.1%	58.5%
Continuing contract teachers	81.1%	Down from 83.0%	81.3%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 2.1%	2.7%	4.0%
Teachers returning from previous year	84.0%	Up from 82.9%	85.3%	84.6%
Teacher attendance rate	96.0%	Up from 95.5%	95.2%	95.4%
Average teacher salary*	\$49,754	Down 0.8%	\$46,061	\$46,561
Professional development days/teacher	18.3 days	Up from 16.2 days	10.5 days	10.2 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	23.3 to 1	Down from 23.5 to 1	21.0 to 1	21.1 to 1
Prime instructional time	90.6%	Down from 92.3%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	97.9%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$8,105	Up 4.2%	\$7,740	\$7,802
Percent of expenditures for instruction**	65.8%	Up from 65.7%	64.2%	63.8%
Percent of expenditures for teacher salaries**	61.3%	Up from 47.5%	60.4%	60.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

We are pleased to report the many successes and achievements of Myrtle Beach Middle School in academics, athletics, and extracurricular and community service activities. Literacy and writing in the content areas continues to be a major focus. Our continued implementation of Monitored Independent Reading Practice (MIRP) shows our school-wide commitment to helping develop our students to become independent readers and thinkers. Other academic initiatives implemented were Compass Learning, Language!, Transitional Math, Academic Lifelines, and Read 180 programs.

Our business community has provided ongoing support for our efforts and we applaud their involvement with our school. Myrtle Beach Middle received awards and accolades in the following areas: 36 eighth grade South Carolina Junior Scholars, 24 eighth grade Explore Scholars, one seventh grade Duke TIP Scholar, two sixth grade Johns Hopkins CTY Scholars, 97 students received high school credit for Algebra I (39 of whom were seventh graders and five were sixth graders), 29 students received high school credit for Geometry, 30 students received high school credit for English I Honors, and 179 students passed the keyboarding proficiency test for one-half unit of high school credit. Over 30 percent of our eighth grade students took the PSAT. The fine arts program, with over 300 students participating in band, chorus, orchestra, and winter guard, stood head and shoulders above the rest and received accolades and awards at various district, state, and regional competitions.

The Myrtle Beach Middle's athletic teams continued their long tradition of success with winning seasons for B-team sports. Several students made their mark on the Junior Varsity and Varsity teams in baseball, cross-country, golf, soccer, softball, tennis, and track and field.

We provide a number of extra-curricular activities for our students and did so by offering several clubs for students to participate in after school. These include the Math Counts teams, which placed third in team competition and second in individual competition. Students placed in various local essay contests including first place in the Sertoma Club America Heritage Writing Contest and District Winner for the annual Soil and Water Essay Contest. Art Club, Student Council, and Ambassadors Group also offered opportunities for student involvement. Eighty nine students were inducted into our Charter Junior Beta Club.

We continued our commitment to service learning. Students and staff donated \$900 to Relay for Life, \$4500 to Leukemia/Lymphoma Society, \$300 to Susan G. Komen Breast Cancer Foundation, and over 1800 cans of food for area community kitchens. Other worthy causes were recipients of goods, services, and monetary contributions. In all, our students raised over \$6000 to help support these charities.

Myrtle Beach Middle School is dedicated to helping each child be successful in and out of the classroom. Our dedicated team of faculty, staff, parents, and community members share a common goal of helping each child achieve their personal best.

Roger Gray, Principal, MBMS, 2009-10  
Julie Schexnayder, Chair, School Improvement Council 2009-10

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	49	239	89
Percent satisfied with learning environment	81.6%	82.4%	86.4%
Percent satisfied with social and physical environment	89.8%	86.7%	84.1%
Percent satisfied with school-home relations	89.8%	86.7%	84.3%

\* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 27 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.5%	0.0%	No
Student attendance rate	96.7%	94.0%*	Yes

\* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	821	99.6	27.9	33.1	39	79.9	85.4	83.5	Yes	Yes
Gender										
Male	445	99.6	31.9	30.4	37.7	75.4	82	80.1	N/A	N/A
Female	376	99.7	23.4	36.1	40.5	84.9	88.8	87	N/A	N/A
Racial/Ethnic Group										
White	464	99.6	16.1	30.1	53.8	89.7	89.5	89.6	Yes	Yes
African American	222	99.6	50.8	34.4	14.9	61	73.7	74.6	Yes	Yes
Asian/Pacific Islander	12	100	I/S	I/S	I/S	I/S	90.7	92.7	I/S	I/S
Hispanic	101	100	33.7	40.7	25.6	75.6	82.1	79.6	Yes	Yes
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	81.5	85.1	I/S	I/S
Disability Status										
Disabled	147	99.3	60	29.6	10.4	50.4	58.2	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	84	100	39.5	45.7	14.8	69.1	80.6	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	547	99.5	38.1	34.7	27.2	72.2	80.5	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	821	99.8	35.2	36.6	28.2	75.9	84.2	80.4	Yes	Yes
Gender										
Male	445	99.8	40.2	31.9	27.9	71.3	82.2	78.4	N/A	N/A
Female	376	99.7	29.6	42	28.4	81.1	86.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	464	99.8	22.2	38	39.8	86.6	89.5	87.8	Yes	Yes
African American	222	99.6	55.4	36.4	8.2	58.5	69.8	69.3	Yes	Yes
Asian/Pacific Islander	12	100	I/S	I/S	I/S	I/S	94.1	93.5	I/S	I/S
Hispanic	101	100	48.8	32.6	18.6	64	78.3	78.3	Yes	Yes
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	82.7	83.2	I/S	I/S
Disability Status										
Disabled	147	100	76.2	16.7	7.1	40.5	53.9	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	84	100	53.1	33.3	13.6	64.2	78.7	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	547	99.6	46.4	36.1	17.5	67.1	78.5	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	540	99.6	26.8	42.1	31	73.2	71.8	67.3
Gender								
Male	281	100	25.1	41.3	33.6	74.9	71.7	66.9
Female	259	99.2	28.7	43	28.3	71.3	71.9	67.7
Racial/Ethnic Group								
White	314	99.4	14.3	42.7	43	85.7	80.4	79.6
African American	151	100	48.9	41.4	9.8	51.1	48.8	49.7
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	81.9	84.4
Hispanic	51	100	37.8	42.2	20	62.2	61.9	59.4
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	80	69.5
Disability Status								
Disabled	94	100	50.6	41	8.4	49.4	37.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	48	100	46.8	34	19.1	53.2	59.1	58.6
Socio-Economic Status								
Subsidized meals	357	99.4	37.1	40.6	22.3	62.9	63	55.4

Social Studies

All Students	534	99.3	27.1	42.6	30.3	72.9	75.3	70.9
Gender								
Male	306	99.4	28.2	37.6	34.2	71.8	74.2	70.1
Female	228	99.1	25.7	49	25.2	74.3	76.5	71.7
Racial/Ethnic Group								
White	304	99.3	18.5	41.3	40.2	81.5	80.5	79.2
African American	138	98.6	45.1	45.9	9	54.9	59.7	58.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	89.9	86.8
Hispanic	75	100	34.8	40.9	24.2	65.2	74	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	66	71.2
Disability Status								
Disabled	100	98	65.5	25	9.5	34.5	43.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	58	100	34.5	48.3	17.2	65.5	72.8	68
Socio-Economic Status								
Subsidized meals	356	98.9	37	41.9	21.1	63	68	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	799	99.1	25.8	41.2	33	74.2	76.8	72.1	96.7	95.8
Gender										
Male	428	98.4	33.7	40.2	26.1	66.3	69.9	65.2	96.5	95.7
Female	371	100	17	42.4	40.6	83	83.9	79.2	97	95.8
Racial/Ethnic Group										
White	451	99.8	16.7	39.2	44	83.3	83.2	80.8	96.3	95.5
African American	216	97.7	42.8	42.3	14.9	57.2	59.2	59.7	97.1	96.2
Asian/Pacific Islander	12	100	I/S	I/S	I/S	I/S	85.2	87	97.8	96.9
Hispanic	98	99	33.3	48.3	18.4	66.7	69.7	64.6	97.6	96.4
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	70.6	73.4	93.1	94.1
Disability Status										
Disabled	147	98	65.4	26.2	8.5	34.6	34.3	27.7	96.4	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	81	98.8	35.4	51.2	13.4	64.6	67.2	63.7	97.7	96.7
Socio-Economic Status										
Subsidized meals	531	98.7	33.3	45.9	20.8	66.7	68.9	61.9	96.5	95.5

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	264	98.5	28.8	40.2	31	71.2
	7	281	99.6	29.9	35.9	34.3	70.1
	8	296	99	22.3	39.1	38.7	77.7
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	286	99.7	22.3	35.2	42.5	77.7
	7	256	99.6	22.9	36.8	40.3	77.1
	8	279	99.6	38.4	27.3	34.3	61.6
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	264	99.2	29.4	45	25.5	70.6
	7	281	99.6	32.7	41.4	25.9	67.3
	8	296	99.7	33.5	31.5	35	66.5
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	286	99.7	24.7	37.2	38.1	75.3
	7	256	99.6	35.5	38.5	26	64.5
	8	279	100	45.7	34.2	20.2	54.3
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	131	99.2	37.9	46.6	15.5	62.1
	7	281	99.6	25.9	42.2	31.9	74.1
	8	144	97.9	26.6	47.7	25.8	73.4
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	147	100	30.2	50	19.8	69.8
	7	255	99.6	22.4	41.4	36.2	77.6
	8	138	99.3	31.9	35.3	32.8	68.1

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	131	100	19.3	57.9	22.8	80.7
	7	281	99.3	43.2	31.6	25.2	56.8
	8	151	99.3	28.9	42.2	28.9	71.1
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	138	99.3	14.8	50	35.2	85.2
	7	255	99.6	30.6	38.8	30.6	69.4
	8	141	98.6	32.8	42.6	24.6	67.2
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	259	98.8	21.8	47	31.2	78.2
	7	279	98.9	30.4	40.7	28.9	69.6
	8	293	98.3	21.5	40	38.5	78.5
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	278	98.9	20.4	44.8	34.8	79.6
	7	247	99.6	24.8	37.6	37.6	75.2
	8	274	98.9	32.1	41.1	26.8	67.9

Abbreviations for Missing Data

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